



## **Accessibility Plan**

**Agreed: May 2023**

**Review Due: May 2026**

## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which children with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable children with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to children with disabilities

Our school aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

Children are at the heart of our provision and we are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are dedicated and will challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a child with disabilities faces in comparison with a child without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## Objectives

- Ensure that the curriculum is accessible to all students, regardless of their abilities
- Provide accommodations and modifications to the curriculum, such as extra time, alternative assignments, and adaptive equipment, as needed
- Use universal design principles to make learning materials and activities accessible to all students

### How do we do this:

- Swift and early identification of SEND through close liaison with nurseries, supported by individual provision maps and the SEND register.
- Keeping staff fully informed of the additional needs of any child in their charge, including sharing progress reports, medical reports and parent feedback
- Specialist advice from other professionals, e.g. Speech and Language Therapist, School Nurse, Occupational Therapist, Hearing Impaired Service, Physiotherapist on how to adapt the curriculum and teaching strategies for individuals
- Special access arrangements for assessments e.g modified large print
- Specific target setting and monitoring to ensure all children with additional needs make progress from their starting points
- A structured and dedicated Nursery, Reception and Year 2 transition programme for vulnerable students
- Adaptations are made as necessary to ensure access to all for trips and clubs including additional adults, support from parents, appropriate transportation, risk assessments and resources
- Staff are first aid trained and many have additional medical needs training for support of children with asthma, hearing difficulties, diabetes or who carry epi-pens
- Some staff are paediatric first aid trained
- Manual handling training where needed
- Planning is differentiated to responds to individual needs
- Resources are carefully selected for impact on teaching and learning and used within the classroom and support a range of learning styles e.g. wobble cushions, writing slopes, work stations and visual timetables
- Use of Emotional Literacy Support Assistant (ELSA)
- Flexible timetable e.g. use of learning breaks, shorten tasks where necessary
- High quality staff training and expertise; INSET provided as needs are identified
- Use of technology in lessons including enlarged keyboards, i-Pads, ChromeBooks, specialised mouse etc.
- Support staff to support work with individuals and groups
- Values based curriculum to promote equality and respect for difference
- Our school offers a differentiated/scaffolded/challenging curriculum for all children
- We use resources tailored to the needs of children who require support to access the curriculum
- Curriculum resources include examples of people with disabilities/races/genders
- Curriculum progress is tracked for all children, including those with a disability
- Targets are set effectively and are appropriate for children with additional needs
- The curriculum is reviewed to make sure it meets the needs of all children

**Physical Accessibility:**

- Ensure that the school is accessible to students with physical disabilities by installing wheelchair ramps, handrails, and accessible washrooms.
- Make sure that classrooms, playgrounds, and other areas of the school are designed with the needs of students with disabilities in mind.
- Ensure that there are designated accessible parking spaces for visitors and staff with disabilities.

How do we do this:

- The school is on one level apart from two office that the staff use
- Table arrangements and seating plans take into account transitions around the classroom and health and safety for all children.
- Shower and disability accessible toilets are available
- There is a disabled parking space
- Main access points have ramps
- Additional toileting resources support independence such as potty and frame to support
- Outside agencies such as Physical and Sensory Support Service, Occupational Health and Manual Handling are used for advice and recommendations
- Access and support rails surround the main building as required
- Hoist when required.
- Height adjustable changing bed in the disabled toilet
- Safe space for ELSA to conduct their work
- Calm space for children to regulate
- Classrooms and intervention spaces have blinds to prevent glare
- Hi-vis yellow paint is used on the edge of the internal stairs to offices

**Communication and Technology Accessibility:**

- Provide information and communication in accessible formats, such as Braille, large print, and audio for students with visual impairments.
- Use visual aids, such as pictures and diagrams, to help students with communication difficulties understand concepts and instructions.
- Ensure that school events, such as assemblies and parent-teacher meetings, are accessible to students with hearing impairments by providing sign language interpreters or captioning services.

How do we do this:

- Website available with key information
- Use of range of text and font sizes on communications as requested
- Use of a multi-agency approach
- Range of methods of communication with parents: half termly newsletter, website, ParentMail, face to face events and meeting- all communications are available both online and in hard copy
- Home School Link Worker (HSLW) able to support the whole family
- Homework is accessible to all children

- Reports to parents 3 times a year
- Parents evenings 2 times a year and additional meetings as required for any additional needs
- Range of opportunities for parents to participate in their children's education via curriculum events and workshops
- Class reps and Friends of Stoughton
- Staff available at the school gates, before and after school
- Parental questionnaires administered annually
- Open door policy with teaching staff to deal with issues as they arise
- Use of Widgit symbols
- Use of clear signage across the school site
- Use of makaton for children with communication difficulties
- Use of sound buttons or other recording devices

### **Monitoring Arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Local Governing Body.

### **Links with Other Policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting children with medical conditions policy